



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF COLLEGE AND CAREER READINESS – ASSESSMENT SECTION  
**QUALITY ASSURANCE – GRADE-LEVEL AND END-OF-COURSE ASSESSMENTS**  
**SPRING 2016**

## DIRECTIONS

**IF DISTRICT SELF-MONITORING:** The District Test Coordinator completes this form for Quality Assurance (QA) during the Spring 2016 assessment window. Please complete all questions on this form. In addition to completing the questions on this form, the QA visit will include a classroom observation.

**IF ON-SITE VISIT:** A Department of Elementary and Secondary Education (Department) employee or designee completes this form at an onsite Quality Assurance (QA) visit during the Spring 2016 assessment window. Please complete all questions on this form. In addition to completing the questions on this form, the QA visit will include a classroom observation. Note: If the visit is for End-of-Course, the visit **MUST** be for Algebra I, Biology or English II.

After the QA process is complete, the District Test Coordinator (Self-Monitoring) **OR** the Department employee or designee (On-Site Visit) will submit the QA form to the Department by accessing the form electronically at <https://www.surveymonkey.com/r/QA-Grade-Level-EOC-Assessments-2016>. The questions on that site mirror those on this form. Forms must be entered electronically by June 10, 2016 at the latest.

Questions: Contact the Assessment Section at 573-751-3545 or email [assessment@dese.mo.gov](mailto:assessment@dese.mo.gov).

**Important:** To report testing irregularities or concerns immediately to the Department, please contact the Assessment Section at 573-751-3545.

## ABOUT THE VISIT

As part of the No Child Left Behind (NCLB) Act required monitoring process, the Department uses this document as a tool to monitor and strengthen statewide administration of the Missouri Assessment Program's Statewide Assessments. The questions are designed to focus attention and help districts examine important areas of assessment training, administration, and test security.

The following are components of the self-monitoring and quality assurance processes:

- documentation of assessment trainings;
- interviews with District Test Coordinators and Test Examiners;
- classroom visit.

## DISTRICT INFORMATION

NAME OF PERSON FILLING OUT THIS FORM:	
DATE OF VISIT:	
SCHOOL DISTRICT NAME:	
COUNTY-DISTRICT CODE:	
BUILDING NAME/CODE:	
DISTRICT TEST COORDINATOR NAME:	
TEST EXAMINER NAME:	
GRADE LEVEL OR EOC CONTENT:	

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).



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QUALITY ASSURANCE—MISSOURI GRADE-LEVEL/END-OF-COURSE ASSESSMENTS		
NUMBER	QUESTION	ANSWER
1	<p>Explain the process for training district staff for the Grade-Level/End-Of-Course Assessment.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Who was in charge of training?</li><li>• Was the training done individually or in a group(s)?</li><li>• Who attended training?</li><li>• Is there documentation of meeting attendance?</li><li>• How does this process ensure that the examiners and other applicable staff are knowledgeable about the administration requirements?</li><li>• How does this process ensure that examiners have reviewed the current Test Administration Manual and training webinars prior to testing?</li></ul>	
2	<p>Explain how the district's Grade-Level/End-Of-Course Assessment schedule was determined.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• When is the schedule planned?</li><li>• Who is involved in planning?</li><li>• If test examiners are not directly involved in planning, do they have any say in the schedule?</li><li>• Is the schedule set to avoid the possibility of testing students outside of the regular school day?</li><li>• Which of the following factors played the largest role(s) in scheduling and explain why?<ul style="list-style-type: none"><li>• Amount of computer hardware</li><li>• Computer Lab space</li><li>• Date on which results would be returned</li><li>• Other</li></ul></li></ul>	



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NUMBER	QUESTION	ANSWER
3	<p>Explain the district’s procedure for scheduling make-up testing and dealing with interrupted testing sessions.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• What method is used to track absences and making up tests?</li><li>• What process is used for dealing with discipline issues during testing?</li></ul>	
4	<p>Explain the district’s plan for preparing students for statewide assessments.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• What resources are used in preparing students for testing (i.e., data from previous testing, district assessments, materials, etc.)?</li><li>• Is there training for examiners on preparing students for statewide assessments, and if so, what does the training involve?</li></ul>	



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NUMBER	QUESTION	ANSWER
5	<p>Explain which, if any, of the Department provided resources (practice test/tutorial and pre-test for End-of-Course and online tools training/tutorials for Grade-Level) are used to prepare students for the summative assessment.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• How did the district prepare students for taking an online assessment?</li><li>• If End-of-Course Visit<ul style="list-style-type: none"><li>• How did the district use the practice test/tutorial for EOC and how often?</li><li>• Did the district use the pre-test for EOC and if so, how were they used and how often?</li></ul></li><li>• If Grade-Level Visit<ul style="list-style-type: none"><li>• How did the district use the online tools training for the Grade-Level Assessments and how often?</li><li>• Did the district use the Classroom Diagnostic Tools (CDT) and if so, how were they used and how often?</li></ul></li></ul>	
6	<p>Explain the district's process for using accommodations during testing.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• What process is used to determine which accommodations are appropriate during state testing?</li><li>• How does the district train test examiners on the use of accommodations used during testing?</li><li>• Is there documentation for which accommodations are being used by which students, and if so, how is it documented?</li></ul>	



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7	<p>Explain the district’s process for training transcribers. (Answer N/A if no transcribers were used.)</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Are transcribers required to go through the same training as other examiners?</li><li>• Is there additional training for transcribers?</li><li>• What is the process to choose who will act as a transcriber?</li></ul>	
8	<p>Explain the district’s process for training translators. (Answer N/A if no translators were used.)</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Are translators required to go through the same training as other examiners?</li><li>• Is there additional training for translators?</li><li>• How does the district make use of a security agreement for translators that may not be district employees?</li><li>• How did the district acquire the services of translators?</li><li>• What process was used to determine if a student needed a translator?</li></ul>	



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NUMBER	QUESTION	ANSWER
9	<p>Explain the district’s technology plan as it relates to the Grade-Level and End-Of-Course Assessments.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• How much in advance of the first testing window are devices prepared and checked for Grade-Level/End-Of-Course testing?</li><li>• Who is in charge of preparing machines for Grade-Level/End-Of-Course testing?</li><li>• Are the appropriate guides and webinars reviewed prior to software installation? If so, who reviews those?</li><li>• Were there technical issues getting hardware ready for state assessments?</li></ul>	
10	<p>Explain the district’s test security plan.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Does the district have security statements that must be signed by staff prior to testing?</li><li>• How are test examiners trained on test security?</li><li>• What preventative measures are taken to discourage cheating within a computer lab or classroom being used for testing?</li><li>• What is the procedure for dealing with used scratch, grid, or graph paper?</li><li>• Does the district have a policy on students having electronic devices in the testing room?</li></ul>	



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NUMBER	QUESTION	ANSWER
11	<p>Explain the district’s process for distributing student log-in information to examiners.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• What process is used by examiners to distribute log-in information to students?</li><li>• What process is used to ensure the secure destruction of log-in tickets after testing?</li></ul>	
12	<p>Explain the district’s process for distributing, tracking, transcribing and returning test materials for Braille, large print, and paper/pencil assessments.</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Does the district make use of sign-in/sign-out sheets, and if so who maintains those?</li><li>• Are the test materials kept secure with limited access? Who has access to these areas?</li><li>• What steps are taken if test materials are lost?</li><li>• What process is taken for contaminated tests?</li><li>• Who is responsible for transcribing student answers into the system?</li><li>• What procedures are used for ensuring that all Braille, large print, and paper/pencil testing materials are returned to the vendor within the applicable timeframe?</li></ul>	



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NUMBER	QUESTION	ANSWER
13	<p>Explain the district’s process for printing and distributing student score reports?</p> <p>Additionally:</p> <ul style="list-style-type: none"><li>• Who is involved in this process?</li><li>• How does the district ensure that parents/guardians either receive score reports or are notified they are available within 15 days of district receipt?</li><li>• Does the district use EOC scores as part of the final grade of the student, and if so:<ul style="list-style-type: none"><li>• How much does it account for?</li><li>• Does the district use the achievement level or raw score?</li></ul></li></ul>	

QUALITY ASSURANCE—GRADE-LEVEL/END-OF-COURSE (CLASSROOM OBSERVATION)	
OBSERVATION	OBSERVATION NOTES
<ul style="list-style-type: none"><li>• Is the room quiet and appropriate for testing?</li><li>• Is the room free from content or process aides?</li><li>• What is the process for the examiner to get the students logged into the system?</li><li>• What preventative measures are taken to curb cheating within the computer lab?</li><li>• What is the process for the examiner to get accommodated testing materials (paper/pencil, Braille, or Large Print)?</li><li>• Do students have all appropriate physical tools?</li><li>• Do students have access to inappropriate items (cell phones, video games, etc.)?</li><li>• Is the examiner engaged during testing?</li><li>• What process is used by the examiner after testing is complete?</li></ul>	





**QUALITY ASSURANCE— GRADE-LEVEL/END-OF-COURSE (NOTES)**